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ABSTRACT

A practicum was designed to solve the problem of the lack of desire to read and the poor quality of the reading of 65 inner city underachieving basic skills students. Objectives were to increase motivation to read among the students and to improve the quality of their oral, silent, and reading comprehension skills. Incentives for reading enjoyment were provided through various activities where reading was a necessary component. Students were taken on field trips over an eight-month period. Reports about the trips encouraged both reading and writing. Dramatizations and costume parties depicting storybook characters enhanced reading. Fund raising activities were held so that students were able to buy books. While motivational activities were taking place, various reading strategies were used to ensure that reading skills were being improved. Exercises to teach how to find the main idea, how to infer what the author is trying to tell, and how to improve mechanical reading skills were employed. Each student's deficiencies were isolated and reading drills used to improve their skills. A plan was developed to give students learning opportunities to use reading for purposes of enjoyment. A student survey questioned whether the students accomplished this goal. Analysis of data revealed that the participants' oral, silent, and reading comprehension skills improved. Some students continued to dislike reading although most showed an increased desire to read as their reading skills improved. (Contains 22 references and two tables of data; appendixes present questionnaires, staff biographies, and assignment descriptions.) (Author/RS)

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ED 369 038

Improving the Reading Skills of Ninth Grade Underachievers by Instilling a Desire to Read

by

Judith R. Gomer

Cluster XLIV

A Practicum 2 Report Presented

to the
Ed. D. Program in Child and Youth Studies
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

Nova University

1994

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PRACTICUM APPROVAL SHEET

This practicum took place as described.

Verifier: Eli Noble Ed.D.
Dr. Eli Noble

Vice Principal
Title

Bloomfield, New Jersey
Address

February 1, 1994
Date

This practicum report was submitted by Judith R. Gomer under the direction of the adviser listed below. It was submitted to the Ed. D. Program in Child and Youth Studies and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Nova University.

Approved:

3-14-94
Date of Final Approval of Report

Paul Borthwick
Dr. Paul Borthwick
Adviser

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To Dr. Eli Noble, who provided encouragement as my vice principal and as my verifier.

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ABSTRACT

Improving the Reading Skills of Ninth Grade Underachievers by Instilling a Desire To Read. Gomer, Judith R., 1994: Practicum Report, Nova University. Ed. D. Program in Child and Youth Studies. Inservice Training/Middle School/Secondary School Teacher Education.

This practicum was designed to solve the problem of the lack of desire to read and the poor quality of the reading of 65 underachieving basic skills students. The objectives were to increase motivation to read among the students and to improve the quality of their oral, silent, and reading comprehension skills.

Providing incentives for reading enjoyment was given through various activities where reading was a necessary component. Students were taken on field trips over an eight month period. Reports about the trips encouraged both reading and writing. Dramatizations and costume parties depicting storybook characters enhanced reading. Fund raising activities were held so that the students were able to buy books. While motivational activities were taking place, the writer used various reading strategies to ensure that reading skills were being improved. Exercises to teach how to find the main idea, how to infer what the author is trying to tell, and how to improve the mechanical reading skills were employed. Working with the students individually, the writer isolated each student's deficiencies and used reading drills to improve their skills. Evaluations of their reading progress was accomplished by testing. Evaluations were chosen by the teacher in accordance with the state graduation test so that the students would be well prepared at the time of testing.

The writer developed a plan whereby students had the opportunity of learning to use reading for purposes which led to enjoyment. A student survey prepared by the writer questionned whether the students accomplished this goal.

Analysis of the data revealed that the participants' oral, silent, and reading comprehension skills improved. Some students continued to dislike reading although most showed that as their reading skills improved, so too, did their desire to read.

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CHAPTER I

INTRODUCTION

Description of Work Setting and Community

The work setting for the writer was ninth grade Basic Skills English classes in an inner city vocational high school. The students attended this school full time, however, their day was divided between academic and vocational subjects. Students came to this school because in most cases they had shown an interest in pursuing a vocational or technical trade. Some students came to this school because friends or relatives went to the school, and some simply wanted to follow friends who were already attending the school.

The community served by this school system consisted of four schools located throughout the county in a northeastern state. The school system was open to students throughout the county which contained the state's largest industrial city. Although the county contains 22 communities consisting of various ethnic and financial backgrounds, the school tended to attract mostly the inner city youth.

The school system was publicly funded by the federal, state, and county educational allotments. It was governed by a Board of Chosen Freeholders and was run by a separate board of education whose members were chosen by the County Executive.

The student population involved in this practicum consisted of five ninth grade classes with a total of 65 students, all underachievers who were at risk of failing the reading portion of the state mandated exam requirement for graduation.

The students came from low socio-economic families. The population consisted of 60 percent Puerto Ricans, 35 percent Afro-Americans, and immigrants from other Hispanic areas with less than 5 percent Caucasian students.

The school was located in a suburban area, however, the students used public transportation to get there. They lived in homes that consisted of public housing and rental apartments, and many experienced inferior living conditions. At the time this practicum was being implemented, the neighborhood was experiencing an escalation of violence with weapons, street crime, and substance abuse.

The families were primarily single parent, mother and grandmother dominated homes. Many were receiving public welfare assistance and those families who did work were at lower level occupations. Most of the students' parents did not have a full high school education.

The Writer's Work Setting and Role

The drop out rate of the school was between 20 percent and 25 percent; those that did drop out, usually did so before completing 11th grade.

In 1992, the state exam was given to all ninth graders in the state. Although this district produced better marks than most other urban area schools in the state, the marks were still significantly lower than those in suburban and rural area community schools.

The writer was the Basic Skills English teacher for these students. Classes were held for 42 minute periods everyday. It was the writer's responsibility to have the students ready to pass the state exam, the New Jersey State High School Proficiency Test

The writer had been in the field of education since 1958, and was graduated

from college with a Bachelor of Arts Degree. The writer taught 10 years in elementary schools on various grade levels and 14 years teaching in the vocational school. The English as a Second Language curriculum in the district was set up by the writer, the expertise emanating from a Master's Degree which was pursued at a state college. The Basic Skills English domain had been the writer's responsibility for the past seven years.

CHAPTER II

STUDY OF THE PROBLEM

Problem Description

The students were at risk of failing the graduation examination and therefore they were placed in a Basic Skills English class. The reading level of these ninth grade students was at a sixth grade level and if they did not receive help at the time, they risked failure on the 11th grade High School Proficiency Test. Part of the reason for their poor performance on the reading section was because they did not enjoy reading and therefore, they displayed a poor attitude towards reading. The problem was that the students had less than two years to learn the basic reading skills needed to pass the test. If they did not accomplish this goal they would not receive a high school diploma, even if they passed all the classwork and other subjects.

Problem Documentation

Evidence that this problem existed was supported by observations and interviews with the students, samples of their written answers to reading comprehension questions, high school admission test scores (the Early Warning Test - EWT was used), and the eighth grade teachers' evaluations of the students' reading ability. A questionnaire (Appendix A), was given to the students at the beginning of the term by the writer in order to survey their reading habits and their opinions about reading.

The eighth grade report cards which were used as part of the class placement criteria showed that 58 of the students did not average above a "C" in English for the entire year. Seven students received a grade of "D". A grade of "C" or less indicated a lower than average acceptibility for General English classes in this high school. Using this criteria, the eighth grade teachers placed them in classes where they would receive more individualized help.

The report cards and the Individual Student Improvement Plans (ISIP) (Appendix B) indicated which reading skills the students lacked and which reading skills the ninth grade teachers needed to remediate.

In the questionnaire administered by the writer concerning their reading attitudes, the students indicated reasons for their negative attitude towards reading. They cited the following reasons:

a. "Some books are boring."
b. "It's not fun."
c. "The teachers choose stories that are not interesting."
d. "I am too lazy to read."
e. "It takes up too much time."
f. "It makes me sleepy."
g. "Books are corny."
h. "I only care about Black History books."
i. "I don't like to be quiet."
j. "It makes my eyes hurt."
k. "I have no time."

Causative Analysis

It is the writer's belief that there were many causes for the existence of this problem.

a. Most of the students came from minority homes where there was a lack of value placed on academic pursuits.
b. Many students had short attention spans.
c. Some students did not possess problem solving skills.
d. Some students were unable to do critical thinking on their own.
e. Many of the students did not have good work habits and they had not developed good study skills.
f. Many students had a poor method or no method of managing their work time and their free time.
g. Drugs, crime, and bad neighborhoods have had an adverse effect on their lives.
h. Some teachers did not give the students the attention and consideration that they deserved.
i. Some teachers were not aware of the best method of teaching minority students and they did not align learning styles to teaching styles.
j. In some inner city schools, budget cuts precluded the best teaching supplies from being available.
k. In-service training was not always used beneficially by all teachers although it was supplied by the schools.
l. The instant gratification of watching television and other electronic machines of the last decade have taken students away from books more than ever before.

m. Reading motivation must be supported by all teachers in all disciplines as it is not just an activity for the English class.

Relationship of the Problem to Literature

Review of the literature gives evidence that there are many reasons why children do not enjoy reading and therefore have poor reading skills.

Lesesme (1991), Yellin & Koetting (1991), and Marshall (1990) all discuss the problems of poor readers and how they will have trouble with all subjects because of their lack of knowledege of basic skills which are necesary for learning.

There is other evidence in the literature that gives reasons why some students have trouble learning to read. Lindsley (1990) contends that reading and learning alienation emanate because of students' past and poor backgrounds, some have had improper basic teaching mechanics, and some have never seen good textbooks. Lindsley ascertains that some of these minority students live lives that are unimaginable to middle class teachers' lives; they lead lives that include drugs, physical and mental abuse, and all the problems that come with poverty.

Television and electronic games have been blamed by Hoffert (1991) and many other librarians for competition with books, although Morris (1989) believes that television should be used as a springboard for many useful and enjoyable reading assignments.

Jennings (1990) feels that by not reading aloud to students after they leave elementary school, teachers are doing them an injustice. Reading aloud increases awareness and appreciation of good literature but too often teachers contend that reading aloud is for younger students only.

Low self esteem prevents a student from identifying with somebody who is

successful.That is why Yellin & Koetting (1991) believe that schools should take part of the blame for the students not doing well. If teachers track them into low ability groups, they fail to show them that literacy is a way to emancipation. Smith (1992) also believes that students cannot enjoy reading unless they see themselves as positive images who can learn.

In the past, many different methods of teaching reading have been employed. Sometimes the schools are the reason for the students being turned off from reading. When a student is taught reading, it does not ensure knowledge of how to utilize the words to make complex decisions. Marshall claims that teachers may have taught the children to read the words, but that does not mean that they are functionally literate.

When students are forced into reading certain books instead of being given free choice, Sullivan (1991) believes they can be turned off to the pleasure of reading. Smith (1992) blames teachers for not using various methods when teaching reading. The phonics approach is being replaced by "whole language" or "literature-based" philosophy because it recognizes the various ways children can learn.

In the search of the literature, the following topical areas were touched upon: reading, remedial reading, language arts, at-risk students, alienation, and high school drop-outs.

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Goals and Expectations

The following goals and outcomes were projected for this practicum. The goal of the writer was that the students in the Basic Skills English classes would improve their reading skills. An increase in student motivation would produce an atmosphere in which the students would enjoy reading.

Expected Outcomes

1. Eighty percent of the students will enjoy reading to the point where they will want to read because they enjoy reading and not because they are required to read. This will be shown by their answers to question #1, in Questionnaire B (Appendix C) which concerns reading attitudes. This questionnaire will be administered by the writer at the end of the implementation period.

2. By the end of the implementation period, the students will demonstrate that they have improved their ability to do many reading comprehension skills. They will have also improved their reading skills by using context clues, finding the main idea, being able to compare and contrast ideas in a story, and have better vocabulary and reading mechanical skills. This will be shown by the students

obtaining a passing grade on the Early Warning Test.

3. Ninth grade report cards will show improved grades. The 8th grade English report card grade will be compared with the 9th grade English report card grade. Both grades are given on an "A" to "F" scale so it will be easy to see the changes.

4. By the end of the implementation period, the students will be nearer the goal of passing the High School Proficiency Test. All the skills that are tested on the HSPT will be practiced during the implementation period with the writer anticipating the students able to pass 80 % of the contents. Among some of the contents of the examination are: finding the main idea, vocabulary, reading charts and graphs, cause and effect, fact and opinion, and stating the author's purpose.

Measurement of Outcomes

During the last month of the implementation a questionnaire (Appendix C) was answered by the students. This survey, prepared by the writer, indicated that only 50% of the students were successful in gaining a desire to read because their answers showed that half of the sample still only read when necessary or just to complete assignments.

Test scores were recorded so that pre-implementation and post-implementation scores could be compared. These results showed that success was attained because now 90% of the students passed the Early Warning Test. This

increased passing rate proved that they knew reading mechanics and reading comprehension skills well enough to pass the High School Proficiency Test.

Report card grades were compared to see if English grades improved. Because of the upgrade in report card scores between eighth and ninth grade, the writer concluded that the students' skills had improved. Thirty six students improved their grades from a "C" to "B". Twenty seven grades remained at a "C" level, and only two students received a "D" after the second cycle report cards were distributed.

Outcome	Evaluation Tool
1. Eighty percent of the students will enjoy reading to the point where they will want to read because they enjoy reading and not because they are required to read.	1. This will be shown by the students' answers to question #1, in Questionnaire B, (Appendix C) which deals with reading attitudes. This questionnaire will be administered by the writer at the end of the implementation period. This evaluation instrument will relate their feelings about reading and it will show if their reading attitudes have changed.
2. By the end of the implementation period, the students will demonstrate that they have improved their ability to do many reading comprehension skills. They will have also improved their reading skills by using context clues, finding the main idea, being able to compare and contrast ideas in a story, and have better vocabulary and reading mechanical skills.	2. This will be shown by the students obtaining a passing grade on the Early Warning Test. This evaluation tool was chosen because it tests the same skills that the students will be expected to pass on the High School Proficiency Test.

Outcome	Evaluation Tool
3. Ninth grade report cards will show improved grades.	3. The 8th grade English report card grade will be compared with the 9th grade English report card grade. This evaluation tool was chosen because both grades are given on an "A" to "F" scale, so it will be possible to see the changes.
4. By the end of the implementation period, the students will be nearer to the goal of passing the High School Proficiency Test.	4. The post implementation scores on the Early Warning Test will be compared with the pre-implementation scores. An improvement in scores will show that the students will be able to pass the High School Proficiency Test.

CHAPTER IV

Solution Strategies

Discussion and Evaluation of Solutions

Some students enter ninth grade without sufficient background in English basic skills. This lack of skills puts them at risk of failing the reading portion of the High School Proficiency Test. The main solution that the writer gleaned from the literature was the process of instilling the students with a desire to read. There are many things the teacher can do to reach this goal.

Reading starts in the home and so Holland (1990) suggests a five step strategy in order to open the doors to reading which includes the following suggestions. Holland begins by instructing parents not to use reading books as a form of punishment, and encourages the act of surrounding children with varied materials, and with young children asks that they be allowed delayed bedtime for reading; after all, every child likes to stay up late.

The "whole language" approach described by Stanek (1991) suggests using trade books rather than textbooks and integrating the curriculum across the disciplines whenever possible. The writer is convinced that this approach is appropriate in this vocational school setting.

The biggest criticism of television is that students become passive recipients of information and do not get the opportunity to interact, participate, or formulate critical

thinking skills. Morris (1989) advocates TV as a very useful tool that can be used to do serious and legitimate work. The writer, through various activities showed that students can be taught to use writing, research, and analysis to respond thoughtfully and to act as critics to all kinds of television content.

Readers responding to reading, says Atwell (1987), can be done well through daily journals and literary logs. At the same time that the child is exploring content, experiences are recorded and thus writing improves. The writer has continually used journals in class.

While increasing comprehension, monitoring understanding, and encouraging thinking, journals also develop personal awareness and provide the child with opportunities for improving written expression.

Reading should not be taught as a separate subject, nor should it be set apart from other disciplines. Noyce & Christie (1989) show how writing should be combined with traditional reading activities. They also show how graphic organizers and semantic maps can be used as strategies to combine reading with subject matter In a vocational school. These strategies can be used when studying a trade.

There were many other ideas to be explored. Because the writer has had many years of teaching experience, the belief was that every classroom must be well supplied with books, newspapers, and magazines. In the past 10 years, using computers in the classroom showed the writer that all reading skills can be improved with disks that deal with vocabulary, finding the main idea, synonyms, antonyms homonyms, context clues, and all the other reading mechanics that are on the High School Proficiency Test. The three computers in the classroom were utilized in addition to seeing that the class was always well supplied with books, newspapers, and magazines.

The students did not frequent the library on their own. Therefore, a visit to the local library showed them what was available. At the same time, parents were advised and coached about book lists which could be used as suggestions for gift giving.

Motivation for reading comes in many different ways. Making reading fun can be experienced through storybook character costume parties where dramatizations can take place.

Because many of the students have a very limited view of the world due to the fact that their families do not take them to places of interest, class field trips were taken. Reading about places which were to be visited broadened perspectives of their environment while at the same time giving them an impetus to read.

Magazines, books, newspapers, and all kinds of reading material should be available in the classroom. It is important to have reading material which is written with high interest / low readability.

In order to teach reading, especially on a high school level, there are specific strategies that should be followed. As stated in the High School Proficiency Test Reading Institute Manual, there are strategies for Pre-reading, During-reading, and Post-reading.

Pre-reading exercises prepare the student for what to expect. They can build on former knowledge to see what they know about a topic before getting into a story. Pre-reading strategies include semantic maps, prediction maps, graphic organizers, and anticipation guides. During-reading interaction strategies keep the students on task by employing strategies such as think-aloud, comparison/contrast charts, and reading aloud to each other in groups of two. Post-reading strategies include paraphrasing, writing in response to reading, summarizing, story-mapping,

and enactments.

Subject matter should always be meaningful to the students and used across the curriculum. It is suggested in most of the literature concerning reading programs that reading instruction should be provided in every instructional program in which students are expected to learn from text, therefore, students should be exposed to all different kinds of text. A good reading program surrounds reading with opportunities to listen, speak, and write, and provides for cooperative learning activities.

The learning process includes assuring that the reader can construct meaning to what is being read. The teacher must develop strategies that the readers use from direct teacher instruction. Effective questioning techniques must be used that promote student interaction using writing as a tool for developing and expressing comprehension.

Moffett & Wagner (1992) talk of the total immersion strategy that facilitates integration of subject matter. They claim that a classroom has to be a cornucopia of opportunities so that the student always sees interesting connections among things, words, ideas, and people. Whole language is a strategy which integrates subject matter into every aspect of reading. The advantage of using whole language is that readers can learn their subjects with continuity and it enables the reading matter to become more comprehensible to the students.

In Ervin's book to parents, as advice is given on what they can do to help make good readers, Ervin (1979) says that it is terribly important to give the child a feeling of confidence and a feeling that he is capable of accomplishing. This must be true in the classroom and can be done by getting the students interested in learning. If, in minority families, giving their children a reading incentive is neglected,

then it is the school's responsibility to provide that motivation. Dr. Ervin suggests categories of books which will interest different students. These categories are good when setting up lists for parents. Included are: animals, biographies, fantasy, comedy, life in other lands, religion, tales of long ago, folklore, mystery and suspense, fantasy, American experiences, and everyday experiences.

Writing and reading go together. Stauffer (1970) claims that as children learn to recognize their own increased maturity, their writing competence improves; that is why journal writing and making continuous entries in it are important towards the child improving reading skills. School newspapers are a great boost to a child's ego. If a student can see that stories are worthy of others reading them, reading becomes an important enitity.

When Goodlad (1984) observed that American students spend at least 70% of their class time listening to teachers talk and lecture, it is assumed that students will listen and learn. Students sit with groups of peers, yet almost always, work alone. When students were asked which subjects they like best, they named the arts, vocational education, and physical education. Students chose classes where they routinely collaborate with other students and the teacher. Minority students who usually come from large families and are used to living in crowded conditions seem to prefer a collaborative teaching environment. Allowing students to work together should be considered when teachers prepare reading activities.

Description and Justification for Solutions Selected

In planning to improve the reading skills of the students, the writer chose many approaches which would also enhance the students' desire to read. Ramariz & Casteneda (1971) say that inner city youth are usually from large families and neighborhoods which have people living in close proximity. They are accustomed

to working and playing closely with others; therefore, many of the activities chosen were those where students could work together.

The main endeavor of the writer was to introduce the many forms of media supplied by both the schools and local public libraries. Every student was required to possess a library lender card. Different activities during the implementation period required ownership of such a card so that the materials necessary for assignments would be available to the students. For this reason, visits were made both to the school and local public libraries. The librarians were notified beforehand of the special needs of the population involved.

The best way to have success with students' activities is by having the involvement and cooperation of parents. Parents were welcomed to join the activities whenever possible so that they could see what is necessary to encourage reading. Lists of appropriate and interesting books were supplied by the writer so that they could be used as gifts for birthdays, holidays and other special occasions.

To convince students of the enjoyment of reading they must not only be given free choice in reading material, but they must see that reading is also a form of enjoyment for others, including the writer. To meet this challenge, 30 minutes of classtime was devoted every week to free reading for everybody. For this activity, no reports, questions, or follow-up activities were required so that there would be no pressure on the students.

Students of all ages enjoy parties. Teenagers are not too old to have fun at costume parties. Dressing as storybook characters at a costume party was held as a motivating activity for enjoying reading. Because this event proved to be enjoyable and successful for the ninth graders, it may be repeated school-wide, especially as a

Halloween celebration.

An important part of any reading program is being read to. No matter what the age, teenagers still like when the teacher reads to them, so the writer endeavored to read to the students at least three time a week. Reading pleasure can be sparked by choosing stories that cater to the students' interests.

The main thrust of activities centered around broadening the students' scope of interest in the world around them. Because many of these minority students lack the pleasure of being taken on trips to local places of interest by their parents, three class trips were taken. These visits were meant to provide motivation to read about new things and new places.

Reading can best be fostered by those who love to write. There are many published authors in the vicinity of the school. Local authors were invited to the school to tell about books they have written, to speak to the students, and to read to them. Guest speakers create diversity and meeting these people in person makes reading a good and realistic experience.

Most of these students do not have home libraries and in many of the homes neither daily newspapers nor magazines are found. In order to have children start their own home libraries, a classsroom book sale was held. The books were supplied by a local commercial outfit so it was necessary for the students to raise money. Because buying things has more meaning when one earns the money, fund-raising activities were held by the students in order to supply the book-buying money. This also can become a project for the entire school in the future.

Most ninth graders like to be on stage and so dramatizations of stories were performed for other classes. Students had the opportunity to show their reading skills to others. Enthusiasm is contagious; when they can share the pleasure they

derive from reading with others, it also helps other students in the school.

Because summertime is a season when reading is neglected, activities were held in order to usurp this time to improve reading skills. Since parents are a very important part of their children's reading progress, summertime suggestions were provided on a continuous basis by the writer. Three newsletters (Appendix D), containing activities which were available in the state, things the child could do at home, and other instruments that could be used to improve their reading skills were supplied by the writer. Assignments which provide opportunitities to earn extra credit were available in these newsletters in order to encourage reading throughout the summer.

The assignments became a part of an ongoing program to be continued when the students returned to school in the Fall. Various methods were employed such as essays, book reports, contests for the most books read, descriptions of places visited, and projects created by themselves.

Before the solutions described could be implemented, certain procedures had to be followed. In order to obtain full cooperation from the principal and the vice principal, this practicum proposal was shared. The principal and the vice principal were consulted and advised about all actions taken so that activities with other classes could be fostered within the school.

Advance research and preparation had to be made in order to make class trips. Permission had to be granted by the board of education, appointments had to be set up with the insititutions being visited, transportation had be ordered, preparation paraphernalia had to be readied for the students, and parental permission slips (Appendix E), had to be obtained.

In order to invite authors, lists with their addresses had to be gathered. The writer also had to locate publishers who supply schools with books for sale. Lists of

books for parents for suggested gift-giving had to be compiled by the writer.

Report of Action Taken

Month 1 - Week 1

During the introductory period, the writer told the students that for the next few months they would be implementing many activities in order to improve their reading habits so that they would be able to have the necessary skills to pass the High School Proficiency Test. They were told that during this period the teacher hoped that they would also gain a desire to read not only for knowledge, but for enjoyment as well.

The students were told about the three trips that they would be taking. One trip would be to the Statue of Liberty. The reading assignments in preparation for this trip would be concerning their ethnic background in order to do an entire unit on their " roots". Trip #2 was planned as a theater outing where teenage writers from the state wrote the plays. Reading assignments for this venture included summaries of the five playlets that were to be presented. (Appendix F). The third trip planned was to the Liberty Science Center which is a "hands on" museum. The museum supplied the reading material in conjunction with its exhibits.

Plans were described for inviting writers to speak to the classes. When the fund raising activities were described, much enthusiasm was shown by the students. The girls were particularly happy about writing recipes and baking cakes for the cake sales. On the other hand, the boys were more enthusiastic about publishing a book with staff biographies.

The writer encouraged the students to enjoy books by going to the librar They were told that they would have class trips to the school library and the local town library. Therefore, the writer made preparations with both librarians for the class visits.

It was at this time that all preparations were made for field trip permission slips, clearance with Central Office, bus arrangements, and contacts were made with the institutions being visited.

Month 1 - Week 2

Because they were the youngest group in the school, (ninth graders), the librarian explained all the rules of the library. The librarian told them about their responsibilities for the books and showed them all the items that were availabe to the students, as well as providing each student with a library lender card. This card was necessary in order to use the library for some of the assignments during the implementation period.

Month 1 - Week 3

A walking trip to the local town library was taken. The group was very fortunate because it was a warm spring day on which whey were treated to a picnic lunch after their return to school. The local public librarian, having been told by the writer that these were underachievers, was prepared to show them the elementary facets of a library. Many of these ninth graders had never before been in a public library. Some students were pleasantly surprised and eager to use some of the

books, tapes, and magazines. However, the librarian was dismayed and shocked t see that some of the students were completely unmotivated and acted anxious for the visit to end. When told that they would be able to spend some time browsing through the magazines, some students could not find anything of interest among literally hundreds of magazines.

Month 1 - Week 4

The writer sent letters to three local authors. They were invited to come and speak to the classes and share their writing experiences and success stories with the students. In the letters the authors were also asked to read some of their works and talk about their background in the reading and writing fields. They were asked to tell what they did to become successful in their field. The writer had anticipated that published authors would be anxious to share their experiences with the students, but this did not happen. Of the three people who were invited to speak about their writing experiences, two did not answer the invitation. One poet was unable to appear in person, but sent in some poems for the teacher to read to them with some explanation of the methods employed when writing poems. In order that the students would not be deprived and so that they could share reading and writing experiences, the senior class members of the school newspaper who have had background in publishing, spoke to them about their duties as reporters, writers, and editors.

Month 2 - Week 1

After perusing pamphlets, newspapers, brochures, and magazines, the writer polled the students about places of interest in and around the state that they might want to visit. After many suggestions and discussions, the group agreed with the writer that the Statue of Liberty, a theater outing, and the Liberty Science Museum were good choices. Many of the other suggestions that were given were because some of the students had been to them or they were highly publicized places.

Month 2 - Week 2

This week was utilized by students writing letters to the three places of interest so that they could obtain information about the places. It was necessary to find out prices, hours, make bus arrangements, and determine dates. Reading paraphenalia was requested so that the students would be knowledgeable about the places to be visited before they made the trips.

Month 2 - Week 3

A decision was made that the first trip would be to see five playlets written by high school students. The students wrote to the touring company for information about the plays. The date for the trip was set and with the help of the principal, the money was sent in. Again, parental permission slips were dispersed.

Month 2 - Week 4

The students attended a performance of the five playlets which were written by five high school students from within the state. The subjects varied, including romance, science fiction, adventure, and emotional scenes. The underachievers found it very hard to believe that teenagers their own age had the capacity to do such superior writing. The follow-up activities for this viewing included using creativity, reading, writing, and listening skills. The students were placed into groups of three where they were given five different topics from which to choose. They then had to work in their group to write a ten minute script which they would perform in front of the class. The topics included:

1. A visit to a doctor or dentist.
2. An invitation to a party.
3. A discussion about a Saturday night date.
4. A job interview.
5. A trip to a concert or sports event.

After experiencing writing a script, even though it was for a mini-skit, the students were able to experience the process of playwriting.

Month 3 - Week 1

In anticipation of a class unit on "Roots" and the students' ethnic background, it was decided that the second class trip would be to the Statue of Liberty. Research done beforehand enabled them to study their family heritage. Because of the

diverse cultures in these classes, a great deal of resources were needed. Fortunately, the school lilbrary was well supplied with books about every country. Again, a pleasant warm day allowed the class an enjoyable and informative time. Most students rode on a ferry boat for the first time in their lives. Reading material and items from the gift store on Liberty Island afforded the students more resources.

Month 3 - Week 2

The students reviewed a questionnaire (Appendix G), which was devised by the writer. They were to discuss and answer this paper with all members of the family. This questionnaire would inform the students of where their ancestors were born, about their customs, their occupations in the "old country", and how they adjusted as they settled in a new country or state.

Many of the Aftro-American students' families came from the United States but resettled from the South to the North. Thus, they too, experienced many changes. Afro-American students were able to study both the African culture and the state where their ancesters chose to settle in, in the North.

One student told the writer, "This is the best assignment I ever had. If I didn't have to do this questionnaire, I would never have known the things I learned about my family and my heritage."

Month 3 - Week 3

The students worked enthusiastically on their reports which consisted of three parts. The cover was a scenic coat of arms which described the family. The

questionnaire about how the family settled in America was part 2. Answering the questionnaire was to be a collaboration with any family members available including great grandparents, aunts, uncles, cousins, etc. The third part of the paper required a great deal of reading about their ancestral country or countries. Information was sought about location, music, education, sports, climate, foods, customs, industries, and occupations. The writer graded the papers on content and writing mechanics. They were shared with the rest of the school because they were hung in the hall on display

Month 3 - Week 4

The next fund raising activity was held in order to secure money to buy books. This activity, writing recipe books, gave the students the opportunity to read, write, and improve their basic communication skills. Recipe books, written by the students, were printed and sold. Because of the ethnic diversity of the school population, there was a large variety of foods. The students were asked to write the ingredients, amounts, and instructions for their favorite recipe. It was to be something that was liked by their families. This was a very valuable experience because on the HSPT, one has to be prepared to read and understand charts, maps, tables graphs, and be able to follow directions.

Months 4 and 5

The writer tried to utilize the summer vacation as a special time to enhance reading skills. The summer is a time when the students have more free time and

were able to spend more time reading. However, to the writer's dismay, the students did not completely cooperate. A newsletter written by the teacher was sent to each student at home, three times during the summer. The offer of extra credit was given upon the return to school if assignments were completed. The newsletters contained ideas, activities, and suggestions for reading enjoyment. Places of interest to visit were listed and special activities that were taking place in the state were discussed. Contests for the most book reports and movie reviews were offered in the newsletters. The newsletters were sent to the students' homes every three weeks. Each issue included reviews by the writer about appropriate teenage movies, books, and TV programs.

Because these students have so little academic encouragement and motivation at home, the results were not as successful as the writer had anticipated that the newsletter would be. No students responded to the contest for book, movie, or TV reviews. However, upon returning to school in September, a great deal of positive dialogue was given to the writer by the students. Even though they did not want to do the written reports and even though they could not be enticed to earn extra credit, they did enjoy reading the newsletters. Many students stated that they <u>did</u> read the books, they <u>did</u> go to see the movies that were suggested, and they <u>did</u> watch the TV programs even though they didn't want to do the written assignments. Therefore, the writer felt that the newsletters were effective and will continue to follow that practice during future summer breaks.

<u>Month 6 - Week 1</u>

A two-fold purpose was accomplished with this month's fund-raising activity.

Since writing is an integral part of reading, the students combined these activities in order to produce a booklet on staff biographies. Students usually take an interest in the personal lives of their teachers. For this reason, the booklet served as an appropriate incentive for both reading and writing.

The students were allowed the staff member of their choice to interview and write about after compiling the information gathered. During class discussions the format and questions to be asked were ascertained (Appendix H). With the cooperation of the print shop class, this afforded an excellent experience in ho write, edit, and publish a book.

Classes were first held in the iibrary so that they could peruse biographies of famous people. With the writer and the librarian assisting, they were able to determine which important facts go into writing a good biography.

Month 6 - Week 2

The writer requested the cooperation of the teachers by preparing them with a letter beforehand. (Appendix I). The students were allowed to interview the teacher of their choice so that they would feel more at ease while undertaking the task. The appropriate questions to ask during a teacher-student interview were discussed and together, the class and the writer decided on seven points of interest.

Month 6 - Weeks 3 and 4

After the interviews were conducted and written by the students, the writer edited all the interviews which were written about the teachers, nurse, office staff,

aides, and security guards. They were corrected, condensed, put on a computer, and ultimately submitted to the print shop where they were made into a book. Publishing this book helped the students to become involved in reading,writing, and oral interaction, and at the same time it helped supply $30.50, towards their book money.

Month 7 - Week 1

Because of the various activities experienced by the students during the first six months of the implementation period, it was hoped that now they would be interested in reading for enjoyment. Choosing the right books for a book sale was a very important job for the writer. Books had to be easy enough for them to read, yet of high enough interest level to be of value to teenagers.

The writer made sure that books were included that dealt with contemporary subjects: AIDS, drugs, and violence, as well as stories which included romance, adventure, fiction, and sports. Because the sale of the books came during the winter holiday season, the students were encouraged to choose books as gifts for friends and other members of the family. After everybody had a chance to read during the winter vacation, book reviews were assigned. The students reported a synopsis of the book and also included who else or what groups of people would like to read the books. An outline for a proper book report was given. (Appendix J). Sharing of the books was encouraged. These reports were later hung in the classroom for future reference.

Month 7 - Week 2

The third class trip took place. After having obtained approval and funding from the board of education, the group was ready to enjoy the Liberty Science Museum after again obtaining permission slips. The writer made a trip to the museum beforehand in order to see what preparations were necessary to facillitate the trip and to make it most meaningul to the students. This museum was opened less than a year ago and contains exhibits where people can touch, do, involve themselves, and become part of the learning experience.

When the tickets were purchased, reading materials were supplied for the students, describing everything that they would see upon arrival at the facility. Up-to date technological equipment supplied interactive involvement, the exhibits had meaningful data, and everything was educational while at the same time being enjoyable. There was a movie about aquanauts shown in the Omni Theater which is the largest indoor wrap around theater in the United States.

Because the High School Proficiency Test requires the writing of a "persuasive" essay, the follow-up activity for this field trip was a persuasive letter to the principal. On the return trip to school, a hand vote was taken where it was shown that everybody thoroughly enjoyed the museum and thought it was a valuable trip. Thus, the assignment was that each student had to write a letter to the principal persuading him to allow other classes to make this visit also. In their letters, they were asked to make vivid descriptions in order to convince him of the trip's value. (Appendix K). After the writer edited the letters for writing mechanics, the letters were given to the principal who was so impressed with their comments that three follow up trips were planned for other classes.

Month 7 - Weeks 3 and 4

Some of these teenagers were reluctant to participate in a costume party because they thought of them as "corny" or "babyish". However, the group soon got caught up in the rhythm of the activity. Because this activity took place during the winter holiday season, many costumes were holiday related. Others were themes from stories which had been from the class literature book used during the implementation period. In some cases, students joined together to form a group of characters from a story. Dressed as the story book characters, they performed mini-dramatizations that they wrote fashioned from the stories. The audience consisted of the other basic skills English classes.

The writer videotaped the performances so that the students could view themselves and then critique their characterizations. This activity induced the students to read the stories over many times so that they would get the feel of the characters that they were portraying.

Month - 8

The time came when the students were to find out if they had succeeded by acquiring the necessary skills to pass the Early Warning Test and ulimately be ready to pass the HSPT when in eleventh grade. The conclusions of the implementation process took place with class discussions and completing the reading questionnaire which was prepared by the writer and then the post-testing. The students were asked to think about the past school year and all the events that were accomplished in English class. The results of the survey described the value of the implementation

activities and how they affected the students' attitudes towards reading. The following comments are excerpts from the responses to the questionnaire.

The first question was, "Do you read for enjoyment or do you read only when you have to in school to complete an assignment?" Before the students answered this question, the writer explained to them that reading for enjoyment includes sports in the newspaper, comic books, and hobby related reading, and not only the reading of fiction or novels. This answer was divided with half of the students saying that they enjoyed reading now; however, the other half admitted that they only read when they have to and would prefer obtaining their news and other knowledge from TV, the radio, and other forms of media. Some professed that they read to prevent boredom but become very dissappointed or frustrated and that they sometimes lose interest if the story is not very exciting. A few students mentioned enjoying reading magazines and newspapers. One girl stated that a good title can capture her, but she also mentioned that "an entire novel is too much reading."

The second question concerned the enjoyment of activities in ninth grade English class. When asked which activities they enoyed most, their responses showed that they preferred group activities rather than reading alone. Reading aloud themselves, having the teacher read aloud to them, and acting out plays were all mentioned as enjoyable activities. Watching movies about stories that were read in class proved to be one of the favorite activities. Making book reports had become an enjoyable feat because the teacher preferred a short synopsis of stories, something these students were unaccostumed to in the past. Movie reviews and TV reviews were also enjoyed which as the writer expected were more popular than book reviews. Class discussions about the books ranked high on their list of enjoyable activities rather than the written reviews. Favored most, by all students,

were field trips and any of the reading assignments that accompanied them.

Integrating reading skills with other subjects in the curriculum is a very important factor. In a vocational school these skills are especially important as the student must be capable of reading safety and instruction manuals in the shops. The students found that as their reading skills improved, they were able to read faster and at the same time comprehend better. Improving reading skills meant better vocabulary, better spelling ,critical thinking skills were exercised, and thus, all their subjects improved. They were able to put forth better lab reports in science and comprehensible outlines in shop classes, they found it easier to read and comprehend math problems, and they were much better equipped to read their history class textbooks.

With all the improvement in their reading skills taking place, one would think that these students would feel a great deal of self esteem building. However, when the last question, "Do you think that you know the basic reading skills well enough now to pass the HSPT?", was asked, an astonishing two to one answered that although they felt that they were improving, they still did not yet feel confident that they were ready to pass the test.

During the last week of the implementation period, the Early Warning Test was administered to see if indeed the students had improved their skills sufficiently to pass the test when it is given in the eleventh grade. A 10 point gain in scores over the year was projected by the writer to feel secure that the students were on their way to success. The skills tested were comprehension, inference, finding the main idea, vocabulary, and whether the students critical thinking skills had improved.

At the same time that all these special activities were being implemented there were ongoing activities throughout the eight months.

Because some students finish class assignments faster than others there is a need for useful reading material to be availabe in the classrooom. Newspapers, magazines, and other interesting reading material were always available in the classroom for leisure or informational free reading time.

Thirty minutes a week of classtime was devoted to free reading for everybody. It is important that students see that even the teacher enjoys reading, so the teacher too, was part of the reading time, reading aloud to the students as often as possible.

Regular class time reading activities continued as usual. Semantic maps, reading organizers,and all the reading strategies that were taught at the High School Proficiency Test teacher workshops were used in order to improve the students' basic reading skills. These strategies included Pre-, During-, and Post Reading exercises.

Computers which are in the clasroom were used for improving all reading skills. Disks were available in the classroom which have exercises to test finding the main idea, using context clues, comparing and contrasting, finding cause and effect, sequencing, finding inferences, outlining techniques, summarizing, and all the skills that are necessary to pass the HIgh School Proficiency Test.

Journal writing was a continuous activity throughout the school year. This activity gives students experience in both reading and writing. Both components are included in the graduation test.

All students in the ninth grade have an Individual Student Instructional Plan (ISIP). (Appendix B), on which the teacher records their progress. As each skill was acquired it was so recorded. A student is considered to have mastered the skill when he has 80% success is attained. It was hoped that by the end of the implementation period, most of the students involved would have reached that goal and they did.

Chapter V

Results, Discussion, and Recommendations

Results

The problem was that the students in the 9th grade basic skills classes did not like to read and therefore they had not gained the reading skills necessary to pass the High School Proficiency Test which was a state requirement for graduation. Many of the students did not see a need for reading because in the technological era that we are living, one can gain knowledge and information in many different ways. Edwell (cited in Estrin,1993), said that it is necessary to get students fascinated with books, then with themselves and their surroundings because these are their two greatest resources. For this reason, and because these students were very unaware of the many wonderful and interesting assets available to them, the writer decided to introduce them to these facilities with the hope that they would enjoy reading more after seeing all the interesting things that they could experience through reading.

While using the Early Warning Test for evaluation, the pre-implementation scores were inferior and they implied that the students would not be prepared to pass the state graduation test without some sort of intervention. The first outcome of this practicum was to have the students enjoy reading and not just read because it is required. Although some students indicated an increase in their desire to read, most continued to read only when it was required for assignments. At the onset of

implementation period, the students were questioned about their dislike for reading. At the end of the implementation period they were again surveyed with a written questionnaire. The survey was designed to see if the students' attitudes about reading changed after their experiences during the implementation period. The results showed that this objective was not met because only 50% of the sample expressed a desire to read whereas the writer had anticipated that 90% would answer in the affirmative.

By the end of the implementation period,the second outcome showed that the students were able to demonstrate that they improved their reading comprehension skills. Although the goal progressed slowly, the objective was met because weekly class grades in all reading tests continuously improved. The same skills that were to be on the Early Warning Test and the High School Proficiency Test were tested.

The third outcome indicated that report card grades improved as the implementation progressed. Eighth grade report cards were compared with the ninth grade marks after the second cycle and as the writer had projected, the English grades most definitely did improve. Thirty six students improved their grades from a "C" to "B". Twenty seven grades remained at a "C" level, and only two students received a "D" after the second marking cycle.

TABLE 1 Report Card Grades

Grade 8	Grade 9
B = 0	B = 36 students
C = 58 students	C = 27 students
D = 7 students	D = 2 students
Total = 65 students	Total = 65 students

The fourth outcome, that the students' reading abiity would show that they were nearer the goal of passing the High School Proficiency Test was realized. They also improved their reading skills by using context clues, finding the main idea, being able to compare and contrast ideas in a story, and they had better vocabulary and reading mechanical skills. This outcome was met when 90% of the students attained at least 80% on the post-test of the Early Warning Test.

TABLE 2 Early Warning Test skills

Pre-Test	Post-test
13 students = 50% - 59%	1 student 50% -59%
42 students = 60% - 69%	2 students 60% -69%
10 students = 70% - 79%	3 students 70% -79%
65 students	54 students 80% -89%
	5 students 90% -99%
	65 students
Average score = 59.5%	Average score = 79.2%

Difference = 19.7%

Discussion

The writer set out to discover why the students still did not enjoy reading even after eight months of activities that were planned in order to accomplish this goal. The writer believes that Hoffert (1991) must have been right when saying that electronic games are giving books too much competition. While some students did attempt reading to prevent boredom, they claimed that it really was not enjoyment. Morris (1989) talked of television being a springboard for many useful and enjoyable reading assignments but most students indicated in their questionnaire that they would rather obtain their knowledge, enjoyment, and other information from television, movies, computers, tapes, and any form of media rather than reading. Too many children have been turned off by poor teaching methods early in their learning career and therefore Yellin & Koetting (1991) believe that we lose them from enjoying reading forever. Holland (1990) told us that reading begins in the home. Because these students do not receive this motivation at home, they may never learn to see the joy of reading.

Even though it was dissappointing to see that not all of the students acquired a love of reading, it was gratifying to see that they did improve their reading comprehension skills. As the implementation progressed, it was made very apparent that classroom work in English and in other disciplines across the curriculum was improving. The students mentioned being better able to read textboks in history class, reading and producing lab reports in science class was an easier task, understanding math problems was becoming simple, and the reading of technical shop manuals was improving.

As the English class grades improved on their report cards, (Table 1), a feeling prevailed among the students that showed their self esteem was building.

Higher self esteem allows students to identify with success. During the first marking cycle none of the sample were eligible for the Honor Roll. In order to qualify for this distinction, a student had to attain no lower that a "B" in any subject. By the second marking cyle, six of the students had been placed on the Honor Roll and attributed this accomplishment to their improved reading skills.

The thrust of this practicum was to have the students reach the point where they would feel secure in knowing that they would succeed in gaining the reading skills necessary to pass the High School Proficiency Test in eleventh grade. Many forms of preparation were undertaken in order to ensure success towards this goal. The five major skills that were successfully learned by most of the students were: using context clues to aid comprehension, being able to ascertain the main ideas and purposes of the authors, being able to compare and contrast ideas in a story, improving their vocabulary, and learning the mechanics of reading. These goals were accomplished by using various strategies.Class discussions, semantic map planners, reading silently and orally, question and answer periods, and individualized reading plans were all used in order to gain these skills. The writer had hoped to see at least a 10% improvement in the pre- and post-test scores. Attaining a 19.7%, (Table 2), difference proved that the students met the fourth objective of nearing the goal of passing the High School Proficiency Test. The anticipation of 90% of the students attaining at least 80% on the test was realized.

Summary

Most surprising to the writer, was the lack of confidence shown by many of the students. Although they saw report card grades improving, some students getting on the Honor Roll for the first time, a high rate of students passing the Early

Warning Test, and being able to read better in all disciplines, many still did not feel secure enough to claim that they were ready to pass the graduation test. The teacher, on thecontrary, believes that with another year to continue preparation fo this event, they will undoubtedly do well. Thus, the implementation period was considered successful.

Recommendations

In undertaking a longtime project such as this one, it is necessary to make long time plans and also short time plans, anticipating problems as they arise. The implementor must be flexible with preparations and expectations lest alterations in the system cause frustration. Many unexpected events can interfere with the best made plans. One should not panic if things do not go exactly as planned.

1. Many places that are advertised as educational or enjoyable are inappropriately publicized. They also are not always age appropriate. With this in mind, the leader should try to visit each place where an anticipated field trip is located beforehand in order to determine its suitability.

2. When taking a group of students away from the school building, one wants to be proud of them. It is therefore important to prepare them thoroughly beforehand.They should be aware of the purpose of the trip, know what they will see, and be told what kind of behavior is acceptable. They should be informed of what the follow-up activity will be before attending the event.

3. In order to obtain the best results, most often it is necessary to do things

yourself. The leader should do as much preparation as possible herself, rather than depending on others. Sometimes it is best to make alternative plans in case of an unexpected turn of events. Planning ahead is important to ensure availibility of resources when using public facilities, transportation, etc.

4. One cannot predict the weather all the time, therefore, when planning field trips, seasonal temperatures, snow, etc. must be kept in mind.

5. Students should keep a graph or a chart of their grades during different activities. As they see their marks improve, it will give them the self esteem needed as encouragement for future work.

6. When making field trips, if it is possible, the hosts should be made aware that these students are underachievers so that special arrangements may be made to cater to their needs.

Dissemination

There are various ways to ensure that this practicm be dispersed in a fashion that will be of value to instructors, administrators, and those people who are responsible for instilling youth with a desire to read.

This practicum will be submitted to the A+ For Kids Teacher Network which is a statewide recognition program to salute excellence in the field of teaching and achieving academic excellence in education. A yearly publication disseminates the teaching methods used by the teacher whose work has been selected. At that time other teachers in the state can use these ideas in their classrooms. Teachers can link together to exchange innovative classroom projects and to upgrade and enhance

teaching practices. Each year, approximately 75 entries are accepted for publication in their yearly catalogue with a $300.00 grant to be used to enhance their programs.

The vocational high school where this practicum took place has six English instructors on staff. They will share these ideas so that they may prepare their students in the same manner. There are four vocational high schools in the district who share a common curriculum with common goals. Their English instructors will be invited to avail themselves of this program also.

The writer will present a workshop outside of the district for the teachers in a private commission whose purpose also is to help underachieving and migrant workers' children in the county.

The writer will endeavor to have the practicum accepted by a local cablevision station. The station has a program which deals with teacher education. There are also five colleges in the area that have teacher education programs. Since they are teaching the future educators of this state, the practicum which deals with the state graduation test, will be important to them.

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APPENDICES

Appendix A

STUDENT QUESTIONNAIRE A

Reading Questionnaire A
Mrs. Gomer - Ninth Grade (Beginning of the Year)

Purpose: 1. To see what can be done to improve reading skills.
2. To find out how we can enhance the students' desire to read.

A. Do you read for enjoyment or do you only read when you have to in school or to complete an assignment?

B. If you answered that you only read when necessary, tell me why you don't enjoy reading?

C. How can reading help you to become a more interesting and productive person?

D. What do you think we can do this school year in order to make reading a more enjoyable activity for you?

Appendix B

INDIVIDUAL STUDENT IMPROVEMENT PLAN (ISIP)

Student Permanent Record
ISIP Summary

Name _____

ID No. Date of Birth Grade

Address City Zip Code

Parent or Guardian Home Phone Work Phone

School Year Primary Language Spoken at Home

Program Teacher

STANDARDIZED TESTING

Test/Form	Date	Score	Date	Score	Date	Score	Date	Score

Comments:

Cluster Tests	Date	Score	Date	Score
1. Comprehending Narrative				
2. Comprehending Informational				
3. Comprehending Persuasive				
4. Comprehending Workplace				

PARENT NOTIFICATION OF PLACEMENT

Dates _____

Letter _____

Conference _____

Telephone _____

EXIT CRITERIA

Test _____ Score _____ Date _____

Test _____ Score _____ Date _____

Test _____ Score _____ Date _____

READING

Grade 11 HSPT

50

Date

1. Comprehending Narrative Text At Literal and Inferential Levels

_____ _____ a. characters—traits, motives, functions

_____ _____ b. setting—time, locale

_____ _____ c. plot

_____ _____ d. theme

_____ _____ e. vocabulary—synonyms, word complete sentence

_____ _____ f. literary awareness—imagery, foreshadowing, figurative language

2. Comprehending Informational Text At Literal and Inferential Levels

_____ _____ a. central purpose

_____ _____ b. major ideas—subsumes, comparison, contrast, cause/effect

_____ _____ c. supporting ideas

_____ _____ d. using data presented in visual form—headings, charts, graphs, maps, diagrams

_____ _____ e. vocabulary—synonyms, word complete sentence

_____ _____ f. research/study skills—periodical index, dictionary skills, outline building

3. Comprehending Persuasive/Argumentative Text At Literal and Inferential Levels

_____ _____ a. fact/opinion

_____ _____ b. main idea

_____ _____ c. details that support the main idea

_____ _____ d. author's style—propaganda techniques

_____ _____ e. analogies

_____ _____ f. vocabulary—synonyms, word complete sentence

_____ _____ g. comparisons/contrasts

4. Comprehending Workplace Text At Literal and Inferential Levels

_____ _____ a. synthesizing information to make an appropriate decision

_____ _____ b. classifying/organizing information to reach a logical conclusion or make a judgment

_____ _____ c. using patterns of sequencing to accomplish a given task

_____ _____ d. extrapolating relevant information from written text for a specific purpose

NOTE:

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Appendix C

STUDENT QUESTIONNAIRE B

Reading Questionnaire B
Mrs. Gomer - Ninth Grade (End of the Year)

Purpose: 1. To see if the students feel that their reading abiltiy improved during ninth grade.
2. To see if the students enjoy reading more now than when they entered ninth grade.

A. Do you read for enjoyment or do you read only when you have to in school or to complete an assignment?

B. Which activities did you enjoy most in ninth grade English classes this past term?

C. In what ways did ninth grade reading activities help you with your other subjects?

D. Do you think that you know the basic reading skills well enough now to pass the High School Proficiency Test?

Appendix D

GOMER'S GAZETTES

GOMER'S GAZETTE

54

Published: July 15, 1993

Dear Students,

By now, most of you are working at a paying job, enjoying a lazy summer, or attending summer school because you were naughty during the school year. Whatever it is, I do hope that you are making the most of this nice time of year, your summer vacation.

In this newsletter I have tried to make some suggestions to you so that you may use some of the time to prepare for a successful year upon our return to school in the Fall. There are many interesting and exciting things to do in New Jersey and I hope you will be able to take advantage and enjoy some of them soon.

My daughter and I visited the new Liberty State Park Science Museum last week and we thoroughly enjoyed it. I will tell you more about it in the next newsletter. Over the Fourth of July, I went camping in a campground which is something I've always wanted to do. The weather cooperated and with swimming, fireworks, bands, and all the good things that go on in a camp, I had a great time.

If you want to send me a movie review for extra credit, as stated in that section, use the school address. I would also like to hear from anybody who just wants to write and tell me about how your summer is going.

Have fun, enjoy your vacation, and READ! READ! READ!

Best wishes,
Mrs. Gomer

Note to Parents

Please show this to your parents:

Motivating Your Child

Attendance, Attitude and Achievement Are Keys to Your Child's School Success

Whether or not your child earns straight As, he can be a winner if he masters these three "A"s:

1. Attendance. Businesses know how important attendance is. When they call schools before hiring a graduate, they ask *first* about attendance and then about grades. Teach your child that attendance is important. You go to work if it's cold or if you have a headache. Pass on those same values to your child.

2. Attitude. Jesse Jackson often says, "It's your attitude and not your aptitude that determines your altitude." In other words, the brightest student may be a failure if he doesn't work hard. Help your children learn the importance of work. Let them know you expect them to try their best.

3. Achievement. We all need goals. Help your child learn to set goals—in school and at home. Then support him as he works to achieve his goals. Encourage your child to keep raising his sights. Make a time for homework. Let him see the relationship between hard work and achievement.

"Correction does much, but encouragement does more." —Goethe

Movies (All are rated PG)

55

If you write a movie review, using the format we used in class, I will see that you get extra credit in English class in September. You may use one of these movies or any other movie that you see in July.

Life With Mikey A sweet and charming comedy about the partnership of washed-up child star-turned-agent (Michael J. Fox) and a precocious Brooklyn school girl (Christina Vidal) who is either headed for stardom or the state pen.

Much Ado About Nothing Adaptation of Shakespeare's play about near-tragic lovers-Claudio and Hero. (Denzel Washington and Michael Keaton)

Sleepless in Seattle A stylish, starry-eyed romantic comedy brings together Baltimore reporter Meg Ryans and widowed Seattle architect Tom Hawks with the help of fate, his precocious 8 year-old son, and a radio talk show.

Super Mario Brothers Sci-fi fantasy set in an alternate dimension ruled by Dennis Hopper's reptile people and invoked by 2 human brothers from Brooklyn. Inspired by the video game. Tampa detective is partnered with a hero-worshipping child who's witnssed a murder. Man and boy bond together. Car chases.

Dennis the Menace
A cute blonde is always getting in trouble. (Walter Matheau)

Jurrasic Park Steven Spielberg - All about the revival of dinosaurs - It is a bit too scary for children under 5. Violence- Technological marvel.

Last Action Hero An ll year - old boy is magically hurled into a thriller featuring his favoriite superhero (Arnold Schwarzenegger) Comedy - fantasy - thriller - spoof. Clever and dynamic.

Places to Go

1. New Jersey State Aquarium - Camden, New Jersey (609) 365-3300
   See sharks, a sunken ship, an underwater laboratory, 760,000 gallons of North Atlantic sealife, a seal pool, a trout stream, and an underwater nursery.

2. Bow Craft Amusement Park, Route 22 West, Scotch Plains, New Jersey
   36 tickets for $10.00. DAILY 10 A. M. - 11 P.M.
   Super Video arcades, Free parking, Skill games, Prizes, Rides, Miniature golf
   FUN FOR ALL AGES.

3. Garden State Art Center Concerts - Holmdel, New Jersey
   Garden State Parkway Exit 116.
   July 5 Reggae Sunsplash
   July 19 Tina Turner
   July 20 Harry Bellefonte
   August 6 Dionne Warwick
   August 10 Def Leppard

Book Reviews

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The following books are not difficult to read and I think that you might enjoy them. You can get them in your city's public library. This is a good time for you to apply for a free library card if you have not already done so.

Missing Pieces by Sandy Asher (Delacorte Press, New York)

Heather Connelly always felt closer to her warmhearted father than to her mother. When he dies, her relationship with her mother becomes worse. Heather's first romance enters her life and he helps her to get closer to her mother. He is able to help her because of his problems with his stepmother. The author uses sensitivity and humor as she tells a tale about discovering inner strength and learning to love.

Old Iron Glove by Joe Archibald (Macrae Smith Company, Philadelphia)

Jim Bruckner was a minor league player who enjoyed being a roughhouse character. He did not act like the other baseball players who took winning or losing with equal grace. Sports fans will enjoy seeing how he transforms into a gentleman player.

Iggie's House by Judy Blume (Bradbury Press, Englewood Cliffs, N. J.)

The Garber family which is black, moves into an all white neighborhood. This story tellls of all the troubles they had as the children tried to make friends. Read this book to find out how they felt and how they overcame insults and problems.

Running Before the Wind by Linda Woolverton (Houghton Mifflin Company, Boston)

Kelly loves to run and when she is asked to be on the school track team she is thrilled, that is, until her father forbids her to be on it. Kelly lives in fear of her father. He could be nice for days, then lash out in frightening violence. Her mother refuses to admit that something is wrong. Then suddenly, miracuously, Kelly is freed from her father's unpredictable rage. But then she feels trapped in a life filled with anger and violence of her own. Why? What happened?

The Divorce Express by Paula Danziger (Delacore Press, New York)

Many of you loved the book that I read to you (2nd Period class) It's Not the End of the World by Judy Blume. Here is another book that you will like, especially if your parents are divorced. It's about Phoebe who is 14 years old and spends some days living with her father and some days living with her mother. It seems that "joint custody" means more drastic changes for her, than for her parents. When Phoebe meets Dave, her secret crush, and he asks her for a date, things start to look better for her. Then, a new calamity appears.

Birthdays (Yes, there is life after final exams)

June 18 Dyshond Murphy
June 19 Jose Hernandez
June 28 Steven Copeland
June 30 Reggie Williams

July 5 Ismael Santiago
July 18 Saleemah Hunter
July 29 Jorge Perez

GOMER'S GAZETTE

Published: August 4, 1993

Hello again,

By now you must be wilted from all the heat we've had. I like it better than the cold and I've found ways to enjoy the summer anyway. This month I browsed through some museums in Washington, D. C. and I saw some of the beautiful sights in our capitol and in Virginia

Gardening and fixing up my house have also taken up lots of my time while away from school. I've been reading some good books while just enjoying the backyard, walking in the park, and going down to the New Jersey shore with friends and relatives.

How about you? I'd love to hear from you also. Once again, I am sending you some good ideas of how to use your free time in a fun and educational way. Try some of my suggestions and I am sure that you'll like them. I will send you one more newsletter before the summer vacation is over.

Enjoy and read!!!
Mrs. Gomer

Birthdays

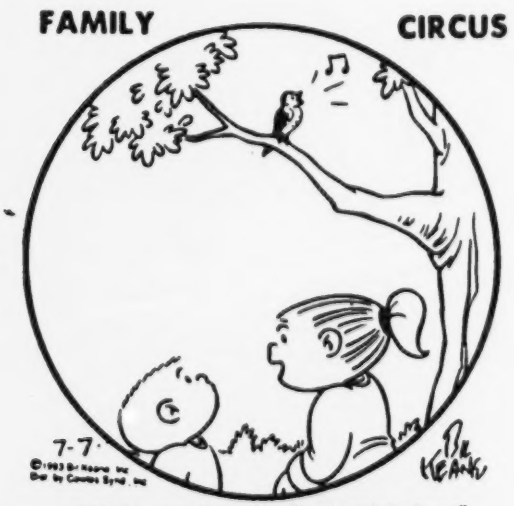
August 6	Michelle Bowers	August 18	Danny Wright
August 13	Orlando Perez	August 21	Xabier Marin
August 14	Jason Knowles	August 23	Wilson Vasquez
August 18	Thomas Doleman		

CONTEST

Who will write the most Book Reviews?

Who will write the most Movie Reviews?

Who will write the most TV Reviews?



"Birds smile with their whistles."
HOW HAVE YOU SMILED THIS SUMMER?

Places to Go

1. Liberty Science Center Jersey City Exit 14 B New Jersey Turnpike

   Adults $13 Students $11 Ages 2-12 $9 (201-200-1000)

   My daughter and I spent the day here and we loved it. It is a hands-on experience where you can try doing things besides just looking at them like in traditional museums. There is a movie in 3D in a large theater where you really feel like you are part of the movie.There is also a moderately priced cafeteria where you can eat lunch outdoors in a beautiful setting as you view the New York City skyline.

2. Batso Village near Atlantic City (609) 561-3262

   This is an historic site that was a glassmaking center in the 1700's. Now it has been recreated to reflect how the agricultural and commercial enterprises were in the 1800's. You can see how life was for Americans living at that time. Again, this will help you in your history classes.

3. Medieval Times - Lyndhurst, New Jersey (201) 933-2220
   Route 3 to Route 17 South (near Giant Stadium)

   It is a fully enclosed, climate-controlled castle. You feast on a four-course dinner and you see spectacular pageantry the way it was in "medieval times". There is dramatic horsemanship, dangerous swordplay, and you will see an authentic jousting tournament. Adults $22 - Under 18 $17 for dinner and the show. It is an exciting experience where you get to eat with your hands, the way they did then - no utensils.

4. Circle Line Sightseeing Cruises

   What a wonderful way to spend a hot summer day! You can leave on a boat from Jersey City or West 42nd Street at the Hudson River in New York City. (212) 563-3200. A 3 hour tour around New York City is $18 where you can see over 25 famous sights including: World Trade Center, Statue of Liberty, Empire State Building, The United Nations,Yankee Stadium, and the South Street Seaport.

5. Newark Museum Newark, New Jersey

   Right in your own neighborhood you will find one of the finest museums. It has many art exhibits from all around the world, science exhibits which you can manipulate yourself, and changing exhibits every month. People come from all over the state to see this building, so why not avail yourself of something in your own city!

BOOK REVIEWS

Again, these books can be found in your public library. Did you get your card?

The Hitchhiking Vampire by Stephen Mooser (Delacorte Press, New York)

Jamie and her older brother Luke picked up a hitchhiker. Now they are not sure it was a good idea. With his long white hair, red-stained mouth, and jagged teeth, he looks real creepy. The story is filled with gambling and the lure of easy money in Las Vegas.

It's a Weird, Weird School by Stephen Mooser (Delacorte Press, New York)

Jamie and Carrie are not happy in their school. Now Mr. Corliss even fired the librarian. Everybody who is unhappy with their school will enjoy hearing about how Jamie and Carrie changed theirs. Isn't a school with movies everyday nice? They think so.

Big Red by Jim Kjelgaard (Holiday House, New York)

This is the classic story of a boy and a dog. Big Red was a champion Irish setter. This is the story of Big Red and Danny who is a trapper and their unbreakable partnership. It takes place in the wilderness where they run up a feud with Old Majesty, a legendary bear. It is a heartwarming story for anyone who ever loved a dog. Although this story is 50 years old, it is still loved by many modern readers.

A Girl Called Boy by Belinda Hurmence (Houghton Mifflin Co., New York)

Boy (Blanche Overtha Yancey - BOY for short) resents the fact that her Black ancestors were slaves. She is sure that nobody could have made her a slave. But one day, while on a family outing, she gets lost in the mountain wilderness of North Carolina. When she meets up with strangers who hold her captive, she realizes what it was like back in the 1850's, amid slave catchers and plantation owners. As she struggles to return to her own time she makes some startling discoveries about slavery and about herself. Most Black teenagers will enjoy this story.

In Face of Danger by Mara Kay (Crown Publishers, Inc., New York)

It's 1938, and the Nazis are preparing to take over the world. The story revolves around Ann who has to live with strangers in a house with a secret which was to involve her in a dangerous and desperate venture. This is a moving story of what it was like just before WW II. This is good reading for you because after the summer you will be taking your first high school history classes.

Movie Reviews

Remember what I said in the last newsletter; you will be given extra credit in the Fall for any Movie Review or Book Report that you write using the format that we used during the school year. You do not have to use the movies or books that I have suggested. I am sure you've chosen some of your own.

Cliffhanger

Sylvester Stallone climbs the Rocky Mountains. He battles up and down the snowy slopes with a gang of stranded skyjackers. There are lots of action scenes and many strenuous stunts.

Dave

Dave Kovic is accidentally brought into the White House by a disenchanted First Lady (Sigourney Weaver). It is a very funny comedy which is a winner.

Free Willy

A troubled foster child (Jason James Richter) bonds with an unhappy captive whale in this fable. The producer joined fantasy and sentiment into a fresh, heartfelt family adventure.

Jurassic Park

Both young and old alike are enjoying Steven Spielberg's dinosaurs, however, they have recommended that it might be too scary for your little brothers and sisters under the age of 5. It is a technological marvel and a fantasy classic. It has lots of thrills, chills, and Stone Age background.

What's Love Got To Do With It?

This is a very timely story about the life of singer Tina Turner because she has been performing locally this summer. It is an account of her terrible marriage to the brutal, unstable Ike, and her painful recovery as a woman performer. I am recommending it to you even though it's rated "R", because it will show you how one of your favorite people was able to overcome problems just as some of you have to do.

GOMER'S GAZETTE

Published: August 29, 1993

Dear Students:

Soon the summer will be only a memory and we will be back in school, hopefully, enjoying another successful year at Bloomfield Tech. I do hope you are reading some of the books I suggested and visiting some of the places I wrote about as I have not gotten any responses from you.

August has been a lot more comfortable weatherwise while I vacationed in the Catskill Mountains of New York and the Amish country of Pennsylvania. The New Jersey shore is still one of my favorite summertime places. Let us continue to have fun and please start thinking of what you can do to make the start of the new term a pleasant and productive one.

See you very soon,
Mrs. Gomer

Birthdays

August 25	Hector Rojas	August 25	Marco Sousa
August 27	Lawrence Bethke	August 30	Tanya Hernandez

News

We will be welcoming 3 new teachers this September. My room (32) has been renovated and it is now a Computer Lab with a new teacher who will use it as a new Shop class. I have moved upstairs to Room 43 and I look forward to your visiting me there. There will be new teachers in Electric shop and in Drafting. This is a big year for you as you will now start working in your chosen shop which someday may be your future vocation.

Reminder

If you have not yet applied for or received a Public Library card, please do so now. It is free and something that you will need when you return to school. Being a member of the library will open many new doors to you. Remember, because our school is in Bloomfield, you may join its library as well as the one in the town in which you live.

Places To Go

There is still time to have fun. Try visiting some of these places. They will give you a good background of things to read and write about when school resumes.

Vernon Valley Action Park - Route 94, Vernon, New Jersey (201) 827-2000
It is the world's largest water park with over 75 rides. There are also many different festivals held here on week-ends. Included are pools, slides, racing games, and dare-devil activities.

Allaire State Park - Route 524 - Farmingdale, N. J. (908) 938-2371
Ride an 18th century railroad. This is a restored bog-iron mining village in the woods of Monmouth County. There is a blacksmith shop, bakery, and a general store. Also included are an old fashioned church, craft shows, square dancing, a museum, and a picnic area.

Edison National Historic Site - West Orange, N. J. 736-0550
Right near our own town you can walk into Edison's invention factory. You will see the laboratory and workshops where Thomas Alva Edison developed the motion picture camera and phonograph.Guided tours show you the mansion in which he lived.

September weather still permits us to enjoy many outdoor activities in the New Jersey, NewYork, and Pennsylvania areas. See me for details about some of these great places to see on week-ends:

1. New Hope, Pa.
2. Lambertville, N.J
3. Liberty Village, N.J.
4. Englishtown, N J.
5. Pick your own farm produce
6. Greenwich Village Art Show, N.Y.
7. Southside Seaport, N.Y.
8. Camden Aquarium, N.J.

Movie Reviews

This is your last chance to get extra credit for movie reviews and/or book reports. I am dissappointed that I did not receive any entries from you yet, but I am hoping to receive them upon our return to school in September.

Searching For Bobby Fischer - Max Pomeranc plays the part of a 7-year-old chess prodigy whose great gift for the game worries his well-meaning parents (Joe Mantegna and Joan Allen). This is a good movie for many of you because although we play a sport in order to win, too many of us are too competitive to simply enjoy the games that we play.

The Secret Garden - I can still remember being enchanted with this delightful story as I read it over 40 years ago. It is an English classic about 3 unhappy children who bring a neglected garden into bloom. With Maggie Smith playing the dreadful housekeeper, Miss Medlock, the story caters to youngsters. However, the Star Ledger gave it 4 stars and I do not think that you are too old to still enjoy it.

Robin Hood: Men in Tights - For those of you who liked the story of Robin Hood and his merry men, here is a silly version produced by Mel Brooks. Although it is silly, it is a funny spoof of Kevin Costner/Errol Flynn swashbucklers.

Sleepless in Seattle - Here is a fairytale story but fun even if it's highly improbable. It is a romantic comedy that brings together a Baltimore reporter, Meg Ryan, and a widowed Seattle architect, Tom Hanks, with the help of fate, his precocious 8-year-old son, and a radio talk show.

The Fugitive - Here is an update of the old TV series. Tommy Lee Jones is a relentless federal marshall against Harrison Ford as a resourceful runaway trying to prove himself innocent of murdering his wife. It is full of suspense with lots of wit.

Book Reviews

Baby-Sitter's Nightmare by Kate Daniel (Harper Paperbacks, N.Y., 1992)

Someone is setting her up for a fatal fall. Alice Fleming is trapped in a nightmare. Someone's been breaking into houses all over town, stealing and wrecking furniture. The victims all had one thing in common: Alice baby-sat their kids. The police are ready to lock Alice up, and even her friends are wondering if Alice has a dark side they never knew. Then one night Alice cancels a baby-sitting job, and the substitute sitter is murdered. Alice is desperate to find the real killer. But as she follows the killer's trail, is she walking into a deadlly trap set just for her? If you do baby-sitting, perhaps this book will be too scary for you.

Die Softly by Christopher Pike (Pocket Books, N.Y., 1991)

Herb just wanted to photograph the cheerleaders in the school showers. He planted his camera high in the corner where no one could see it, and rigged it to a special homemade timer. He did this Thursday night, and he hoped by Friday night to have an exciting roll of film to develop. But a girl dies Friday afternoon. On the surface it appears to be nothing more than a tragic car accident. But when Herb finally does collect his roll of film, he develops a picture that shows a shadowy figure sneaking up on the girl who dies sneaking up on her with a baseball bat. It makes Herb wonder if the girl was dead long before the car accident. But unfortunately for Herb, he doesn't wonder if the murderer knows he took the picture. He might have photographed a murder.

Secrets of the Shopping Mall by Richard Peck (Delacorte Press, N.Y.,1979) I have this book in my class library.

Trying to escape the vicious King Kobra gang and troubled life at home, 8th graders Barnie and Teresa flee the city.With only four dollars between them, they hop a bus, hoping to find a new life at the end of the line. Destination:Paradise Park. But Paradise Park turns out to be a cement-covered suburban shopping mall - not quite the paradise they had hoped for.

With no money and no home to return to, they are forced to stay. And Paradise Park takes them in-in more ways than one. Barnie and Teresa spend their days and nights in the climate-controlled consumer paradise of a large department store. And just when they think they can live there unnoticed forever, Teresa and Barnie find that even Paradise Park has its secrets. Even in the dead of night, they are far from alone....

When the lights go out and the shoppers go home, Paradise Park Shopping Mall comes to life!

Fear Street by R. L. Stine (Pocket Books, N.Y.,1990)

What would you do if your parents didn't come home, didn't call, and left no note? At first, Mark and Cara Burroughs aren't terribly alarmed.Their parents have stayed out late before. But then other things start to go wrong. Mark's girlfriend Gena breaks up with him and suddenly disappears.The police don't seem at all interested in finding Mark's and Cara's parents. And their mysterious cousin who boards with them seems to be spying on their every move!

When murder strikes, Mark and Cara learn their terror is only beginning. Someone wants them to disappear too! But why? The answer lies deep in the Fear Street Woods. But will they live long enough to find it?

My dear students, I do hope that you enjoyed a relaxing, broadening, and fun summer. I hope that you did all the things that you had hoped to do. and that now you are ready to do your best to succeed as we return to school. My advice to you for fun and success is:

READ! READ!

READ! READ!

READ!

Appendix E

PERMISSION SLIP

FIELD TRIP FORM
COUNTY VOCATIONAL TECHNICAL SCHOOLS

To: The Superintendent of Essex County Vocational Technical Schools

FROM: _____ Teacher/Agency

and: _____ Principal(s)

_____ School

RE: FIELD TRIP INFORMATION

Please provide the following information in detail regarding a proposed field trip:

1. Name or description of field trip: _____
   _____
2. Name of class or group taking the trip: _____
   _____
3. Destination: _____
4. Date of field trip: _____
   A. Leaving school at _____ o'clock
   B. Returning to school at _____ o'clock
5. Nature and goals of field trip: (NARRATIVE FORM) ATTACHED
   a) Educational Objectives addressed in the classroom Instruction Plan
   b) Instructional Follow-up Activities
   c) Application to the Academic and Vocational Areas
6. Sponsoring group(s): _____
7. Person(s) in charge: _____
8. Number of students on the trip: _____
9. Number of teachers on the trip: _____
10. Number of parent chaperones on trip: _____
11. Means of transportation: _____
    A. Company: _____
    B. Total transportation cost: _____
12. Total cost per student: _____
    A. Transportation cost: _____
    B. Admission cost: _____
    C. Other cost: _____
    D. Cost to the Board: _____
    E. Approved By: _____ Date: _____

Appendix F

N.J. YOUNG PLAYWRIGHTS FESTIVAL PROGRAM

New Jersey Young Playwrights Festival 1993

A project of
Playwrights Theatre of New Jersey
and
The New Jersey State Teen Arts Program

Breathe

by Katherine Batten

Youth In Asia

by Majid Mohiuddin

Snow Flowers

by Amanda Gross

Untitled

by Laura Gutin

Production Stage Manager:	*Tom Clewell**
Lighting Design:	*Christopher Gorzelnik*
Sound Design:	*Steve Smith*
Assistant Stage Managers:	*Anne Bradley*
	Greg Derelian
	Tyrone Jeffries

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Appendix G

FAMILY HERITAGE QUESTIONNAIRE

Family Heritage Questionnaire

Student is to interview a family member who can help him to learn about his own heritage.

1. Where were you born and raised until the age of 15?

2. How was your childhood different than mine? What activities occupied your leisure time?

3. What kinds of food, music, and games did you have?

4. If you were not born and bred in New Jersey, what did you have to do to adjust to a different culture or different customs?

5. How would you want my childhood to differ from yours?

6. What aspirations and plans do you have for my future that you did not have?

Appendix H

BLOOMFIELD TECH STAFF BIOGRAPHIES

BLOOMFIELD TECH

Staff Biographies

This book was created by the students in Mrs. Gomer's English classes.

1993

These are the questions that were presented at the interview for the staff biographies:

1. What made you become involved in the field of education?

2. What do you like about working in a vocational school, especially in Bloomfield Tech?

3. How do you think students have changed since the time that you were a student in high school, and in what ways are they alike?

4. From which schools and colleges are you a graduate?

5. Tell me something about your family, friends, and those who are dear to you.

6. What are your visions and plans for yourself in the year 2000?

7. What are your visions and plans for the students of Bloomfield Tech in the year 2000?

Appendix I

LETTER REQUESTING STAFF COOPERATION
(Bloomfield Tech Staff Biographies)

September 28, 1993

Dear Colleague:

I am writing this note to ask you for a favor on behalf of my ninth grade students.

As part of their English curriculum, they will be publishing a booklet. With your cooperation, it will be a compilation of Bloomfield Tech Staff Biographies. The students have amassed seven questions with my approval, which they will be asking you. In most cases, the student will be interviewing the person of his choice. Your cooperation will be very appreciated by both the students and by me. You will be asked to approve their comments before it is published.

Thank you in advance, and you may look forward to receiving a copy of our publication.

Sincerely,

Judie Gomer

Judie Gomer

Appendix J

OUTLINE FOR A BOOK REPORT

COUNTY VOCATIONAL-TECHNICAL SCHOOLS
INSTRUCTOR'S LESSON PLAN
(ACADEMIC)

77

Teacher's Name: Judith R. Homer Day: _____ Date/Wk. of: 11/-

Subject: English, Basic Skills IC

Unit Reading Lesson #: _____

Lesson Topic: Book Reviews

Lesson Objective(s):

1- The students will enjoy reading.

2- The students will be able to recommend books to their peers.

Materials/Teaching Aids/Resources:

Choice of IC library skills -
High-Interest Plain Reading Level

Introduction:

The lesson will give an oral presentation of The Outsiders by Hinton.

Method/Presentation:

The will then divide an outline for the students to include in their written book reviews.

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Form235-A/87

Learning Activity/Application *(Classwork, Special Projects, Reports, etc.)*

Book Review Outline

1- Attractive cover (about the story)
2 Discuss a few of the main characters.
3- Give a short synopsis of the story.
4- What is the setting? (Place + time)
5- Why did/didn't you like the book?
6- To whom would you recommend this book and why?

Evaluation *(Test, Quiz etc.)*

Projects will be turned in and displayed for class to see.

Additional Planning Information

Appendix K

LIBERTY SCIENCE CENTER
(Letter of persuasion..Follow up activity)

ASSIGNMENT

PERSUASSIVE WRITING

DUE: November 1, 1993

Write a letter to Mr. Fiorini convincing him that he should/shouldn't have other teachers taking their classes to the Liberty Science Center. Include in your persuasion some of the exhibits and things that you saw. If you took any good pictures at the museum you might want to include them. Descriptions help convince.

Your grade will be for content, mechanics, and the ability to convince.

Mrs. Gomer